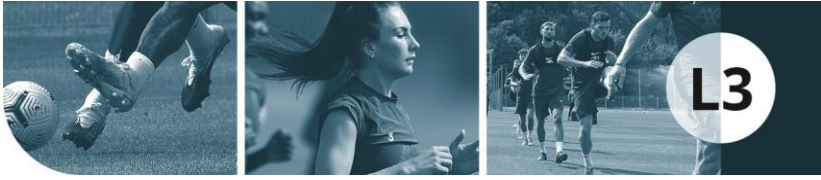

Unit 20: Large Sports Spectator Events

Delivery guidance

Approaching the unit

This unit gives learners the opportunity to develop an understanding of large-scale spectator events in the sports industry. Learners will investigate the types of event and learn about the skills needed to stage these large-scale events. This unit enables learners to explore a variety of large-scale sporting events from global events to country and regional events.

You could deliver this unit using a mix of theory (to introduce learners to the topics listed in the unit content), visits and guest speakers (to enable learners to apply the theoretical concepts they have learned). A wide range of large-scale sporting events can be covered, including professional sporting events. Developing links with large sports venues will also help learners to investigate the resources that would be required and explore the impacts on the economy and environment pre, during and post-event.

Independent study should be allocated at the end of each topic, allowing the learner an opportunity to consolidate their learning by making their own notes both for revision purposes and in preparation for the summative assignments. Reinforced learning is crucial and should be embedded throughout the delivery of the unit content.

Delivering the learning aims

Learning aim A focuses on the different types of large spectator sports event. It is likely that most learners will have already experienced being a spectator at a large-scale sporting event. However, they will not have experienced these large-scale events from an organising and planning perspective. Learners will explore factors that determine the choice of venue, taking into consideration both participant and spectator. Teaching and learning should include the varied venue requirements and considerations according to the sporting event being staged. Learners will develop an understanding of the types of audience and demographics of spectators attending large-scale sporting events. It is important in the delivery of this learning aim that learners understand the purpose of the event and what potential economic and environmental impacts the event may have on the country or region. You may wish to invite sports event organisers from local sports club and related organisations to talk about the logistics of large-scale event planning and why these events can be so important for the local economy. Case studies could be used to explore a range of global large-scale events across a range of sports. Learners can explore these events in more detail through individual research and develop their own ideas.

Learning aim B focuses on the considerations for running large-scale sports spectator events. To deliver this learning aim, teaching and learning should focus on exploring the human, physical and financial resources required to stage a large-scale sporting event..This learning aim could be covered via several methods, including independent research, visits and use of guest speakers.

Group discussion will enable learners to reflect on the variety of resources involved in large-scale sports events and to explore the role of health and safety and security and who is responsible. Tutor-led delivery is vital to provide an accurate understanding of this topic area.

Learners need to understand what staffing roles and responsibilities, both paid and unpaid, involved in the organising and running of large-scale sports spectator events.

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Visits to sports venues would enable learners to observe event planning considerations in use. These visits and other research sessions will enable learners to develop key study and employability skills.

Guest speakers from a sports event marketing and promotions field will provide first-hand accounts of the aims of marketing large events, to include potential barriers and digital marketing strategies and tactics that are used to communicate event information. while incorporating real-life cases. Thus will enhance learners' experience, and keep the unit vocationally relevant.

Learning aim C focuses on developing the knowledge and skills to allow learners to choose a sport and research the potential to stage a one-off large-scale sporting event. Learners are required to produce a proposal for their large sports spectator event taking into consideration all the factors covered in the previous two learning aims. This learning aim will help learners to develop an appreciation of the value of research in sport-based contexts. With advance planning, it may even be possible to arrange for learners to participate as volunteers in part of the planning, promotion and delivery of large local and regional sports events; this participation is likely to give a real insight into the event organisation process. Visits from sports event organisers will also allow learners to receive first-hand experience and information about planning, promoting, and delivering sports events.

You could introduce the learning aim with a class discussion covering the role of proposal planning and how to research one-off large-scale sports event. Learners should be supported to develop an understanding of what would make a feasible proposal within the setting/location of this proposal.

Case studies could be used to identify ideas, skills and methods employed by a range of successful sports businesses and organisations when event planning.

Looking at success stories of large-scale sporting events that are familiar to your learners will help encourage and motivate them. You could use group work and peer assessment to generate, assess and develop ideas. The jigsaw technique is also a valuable tool, whereby each learner has a topic to research and then teach the rest of the group. Also 'marketplace learning' is effective, where learners research a topic area and then move around other learners' work and ensure that they have a full set of notes on the topic areas. Throughout learners are encouraged to prepare suitable notes for all their peers to use. To deliver this learning aim you could use several methods including formal lectures, independent research, and individual presentations.

Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Investigate types of large sports spectator events	**A1** Different types of large sports spectator events **A2** Venues **A3** Purpose of sporting event **A4** Economic and environmental impact	A presentation or report that explores the variety and types of large sporting spectator events relevant to your country/region. The types of venue these events may be held at and the significance of the purpose of large spectator events. Discuss the associated economic and environmental impacts of different types of large sports spectator event.
B Understand considerations for running large sports spectator events	**B1** Resources **B2** Health and safety and security **B3** Staffing roles and responsibilities **B4** Marketing and promoting	Learners produce a portfolio that would include consideration when planning large-scale sports spectator events relevant to their country/region. Portfolio should include: • resources that you would need to consider for a large-scale sports spectator event • health and safety/security/information on the venue and local/regional requirements for organisers, participants, and spectators • roles and responsibilities associated with different types of large-scale sports spectator event • evidence of promotional and marketing considerations, to include information on acquiring sponsorship.
C Create a proposal for a large sports spectator event	**C1** Researching a one-off event **C2** Creating a proposal	Learners prepare a presentation with supporting written evidence to include an event proposal for a large-scale sporting spectator event either individually or as part of a small group.

Assessment guidance

This unit is internally assessed. There is a maximum number of three summative assignments for this unit.
Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.
This unit is internally assessed through three assignments each covering one of learning aims A, B and C
An assignment is a distinct activity, completed independently by learners, that is separate from teaching, exploration, and other activities that learners complete with direction from tutors. All learners must independently generate individual evidence that can be authenticated. Your learners should be given the opportunity of engaging in assignments which develop and support their knowledge of international business as well as their generic skills.
You should also ensure that the learners are familiar with the key terms typically used in assessment for this unit.
It is suggested that learning aim A is assessed via a presentation or report that explores the variety and types of large sporting spectator event relevant to your country/region. Learners should include information on the types of event that may be held at, and the purpose of the event. Learners should also include information on the potential economic and environmental impacts that different large sports spectator events may have on the country/region.
For learning aim B it is suggested learners produce a portfolio relevant to a large-scale sports spectator event containing information on appropriate resources, and health, safety and security information pertinent to organisers, participants, and spectators. Learners should also include information on the roles and responsibilities associated with different types of large-scale sports spectator event. The portfolio should also contain evidence of promotional and marketing considerations, to include information on acquiring sponsorship.
Learning aim C suggests that learners could prepare a presentation with supporting written evidence to include an event proposal for a large-scale sporting spectator event either individually or as part of a small group.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

You will find it particularly useful to introduce this unit by arranging guest speakers from a variety of sports event organisations.

These speakers will be able to give learners an insight into the theoretical foundation of business skills and customer service practice.

You may wish to undertake some preparation before these talks/visits by tasking learners to think about what sort of information would be most useful to them, e.g., the customer service strategies used by the business to meet the needs of the clients, the use of technology to enhance the customer experience and business planning strategies.

Learners could then devise brief questionnaires to ensure that appropriate information is collected. Alternatively, you could prepare a brief for the visitors, so that the information given to learners focuses on their requirements.

Learning aim, A: Investigate types of large sports spectator events

- Introduce the topic and content to your learners. You could begin by introducing the aims of the unit, an overview of the content of the learning aims, and how your learners will be assessed. This would give a basis for the types of activities in which your learners will be engaged.
- You could introduce the learning aim by organising a visit to a large local sports event, with learners gathering ideas and notes on the organisation of the event or just observing its planning, promotion, and delivery. This would be an excellent way to excite learners about the practical elements of the unit while emphasising its links to important work skills and employability.
- A guest speaker from the local event could give a more detailed insight into its planning, promotion and delivery, and potentially give a critically evaluative outlook that will provide a context for the unit.
- It is important for learners to understand the scope and scale of large sports spectator events. Learners work in pairs and consider what types of large sports event there are globally -either one-off events or ongoing tournaments.
- You could use a case study of the Rio 2016 Olympics, backed up with formal delivery and discussion.
    - Use question and answer sessions to determine learners' understanding about the event and its scale.
    - Allocate different learners different aspects of the Rio 2016 Olympics, which they should research, including its initial planning, promotion and delivery. They could then give feedback to the whole group.
    - Learners could also produce a spider diagram comparing the Rio 2016 Olympics with other types of sports event.
- Use a tutor-led discussion to explore the different types of venue that could be used for different sports and go onto to discuss venue requirements and considerations from a spectator perspective.
- You could then use a small-group, learner-centred research activity.
    - Each group could be assigned a different type of sports event, covering a variety

of events, and determining the purpose/s of their chosen event.
    - Each group could then prepare a mini presentation/ 'show and tell' for their peers outlining their researched event. This could be followed by a question and answer session.
- Use a matching card activity to explore the potential economic and environmental impacts that large sporting events could have on a region or country.
- Use a tutor-led discussion to further explore sustainability in sports and in particular the short- and long-term impacts of large-scale sporting events on a region or country.
- This could be initiated by asking the class to listen to a podcast: example https://www.greenbiz.com/article/beyond-stadium-qa-sports-professionals-impact-sustainability-industry -A great podcast about sustainability in sports.
- You could show the YouTube clip - https://www.youtube.com/watch?v=xAc0DCxoJP8, which will initiate some interesting discussion on whether developing countries should be allowed to host sporting events.

Learning aim B: Understand considerations for running large sports spectator events

- This learning aim requires learners to understand what considerations need to be in place to run large-scale sports spectator events.
- A guest speaker from a sports event organisation could be invited to discuss event resource considerations from human, physical and financial perspectives and how these impact on the event being successful.
- You could then use formal delivery and discussion based around the resources planning process, including how events must plan for resources to consider spectators and the audience.
- Ask learners to give examples of personal good and poor spectator experiences whilst attending large sporting events.
- Within small groups learners note ideas down onto large pieces of paper of the health and safety and security aspects/strategies that need to be in place at large sporting events. Make the activity time constrained and ask learners to move around the room clockwise to add further ideas to the other groups' sheets. Once learners have added to all the other sheets and returned to their own area, allocate one person from each group to explain to the rest of the class two of the ideas on their sheet.
- Give learners information on current legislation and regulations and discuss how these impact on health, safety and security at events. Use case studies where businesses have not met requirements and arrange for guest speakers to give real examples to illustrate the impact of non-compliance on event success.
- A discussion is a good starting point on the roles and responsibilities of those involved in the organising and running of large sports spectator events.
- Tutor-led session on the various roles involved in large-scale sporting events and what responsibilities these entail and involve.
- A visit to a sporting venue that hosts large events will allow learners to gain understanding and knowledge of the many different roles involved in planning and staging large-scale sports events.
- Use current resources to support the delivery of this learning aim https://www.youtube.com/watch?v=qiayl0Ca4hQ The world of sport and events has

changed irrevocably in the wake of the global COVID19 pandemic. The changes that will manifest in the coming years have been the subject of much debate. This webinar will explore the issues facing the industry and how owners and leagues can adapt their event delivery methods to combat the many challenges they currently face.

- Lead discussions on how an event may be marketed and promoted and what role marketing and promoting have in ensuring maximum attendance and explore strategies to maximise profit. This could be done in small groups with feedback to everyone on different ideas and information.
- Guest speakers could be used to lead discussions on how events are marketed and what marketing media strategies are used to promote sports events.
- Learners could explore and discuss a range of case studies of large sporting international events to investigate how the use and role of marketing media can maximise attendance and profit and whether they can add ideas that would have enhanced these events to be more successful.
- It could be useful to show learners relevant video clips of the impact of technology in sport : https://www.topendsports.com/resources/technology.htm

  https://venturebeat.com/2019/12/30/10-technology-trends-that-will-impact-our-lives-in-2020/ https://sportstechnologyblog.com/2020/04/11/top-5-sports-tech-news-march-2020/

Learning aim C: Create a proposal for a large sports spectator event

- Tutor-led session on research methods that could be used to research large one-off sporting events. Learners will need to be able to research all the aspects of staging an event, to include the choice of sport, location, venue, logistics, resources and budget, relevant health and safety, marketing and promotion and ethical considerations.
- You should also include discussion on what should be involved in an event proposal as learners are required to produce an event proposal for a large-scale sporting spectator event either individually or as part of a small group.
- Learners could use “mind mapping” to give ideas for feasible proposals and use discussion with learners to explore effective proposals. This could culminate in learners delivering “mini” seminars to their peers around different events, examining areas of strength and areas for development.
- Case studies of large sporting events could also be used to give learners focus and ideas for their own individual/small-group proposal for a one-off large-scale sporting event.
- Use videos and appropriate TED talks YouTube clips and podcasts to support the delivery of the content, addressing the variety, potential and scope of large-scale sports events and their potential to reach global audiences.
- Small-group research activity could be used to research a one-off large-scale event and ultimately create a proposal.
- Following formative holistic delivery of the unit content and learning aims, time should be allocated for the summative assessment period and submission of the three summative assignments.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 5: Self-employment in Sport and Physical Activity
- Unit 12: Sport Tourism
- Unit 13: Sports Journalism
- Unit 14: Marketing Communications
- Unit 18: Sport and Leisure Facilities Management
- Unit 19: Sport and Leisure Facility Operations
- Unit 30: Organising Events in Sport and Physical Activities
- Unit 31: Influence of Technology in Sport and Physical Activity.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Textbooks

All the following textbooks give an overview regarding event organisation in general, with a number of them focusing on the specifics of sports event management.

Allen J, *The Business of Event Planning: Behind-the-scenes Secrets of Successful Special Events*, John Wiley & Sons, 2002 ISBN 9780470831885

Desbordes, Michel, Richelieu, André International Sport Marketing: Issues and Practice Routledge Research in Sport and Management: - marketing and markets as the drivers of international sport business

Graham S, *The Ultimate Guide to Sport Event: Management & Marketing*, Irwin Professional, 1995 ISBN 9780786302444

Hoyle LH, *Event Marketing: How to Successfully Promote Events, Festivals, Conventions, and Expositions*, John Wiley & Sons, 2002 ISBN 9780471401797

Shone A and Parry B, *Successful Event Management: A Practical Handbook* (Second Edition), Thomson Learning, 2004 ISBN 9781844800766

Supovitz F and Goldblatt J, *The Sports Event Management and Marketing Playbook: Managing and Marketing Winning Events*, John Wiley & Sons, 2004 ISBN 9780471460077

Westerbeek H et al, *Managing Sport Facilities and Major Events*, Routledge, 2006 ISBN 9780415401098

Journals

The following journals provide comprehensive and up-to-date articles and research relating to sporting event management.

International Journal of Event and Festival Management – Includes case studies of different events and the latest research on event management.

International Journal of Event Management Research – Seeks to enhance, disseminate, and promote research findings and good practice in all aspects of event management.

International Journal of Sport Management and Marketing – Presents current practice and research in sport management and marketing with some useful references to event management.

Journal of Applied Sport Management – Provides cutting-edge applied research in the field of sport management including event management.

Videos

https://intelligence.globalsportsjobs.com/how-to-build-a-career-in-sports-events -information on careers in sports event management

TED-Ed offers a variety of relevant education videos. Search online for 'TED-Ed'.

https://www.youtube.com/watch?v=qiayl0Ca4hQ -sports event management during and post-COVID19

Websites

The following websites provide information on a wide range of topic areas and can be used in conjunction with key textbooks and journals. They provide good sources of information on large sporting events.
http://www.bbc.co.uk/safety/resources/aztopics/event-planning- management.html – BBC article looking at event planning with a health and safety theme.

http://www.bbc.co.uk/sport/0/30326825 – Excellent article looking at the scale of the different sporting events and which can be classed as truly global.

http://learninglegacy.independent.gov.uk/ – Excellent website looking at the legacy of the London 2012 Olympics.

http://letour.yorkshire.com/impact – Detailed analysis of the impact of the Grand Depart of the 2014 Tour de France.

https://www.olympic.org/ Official website of the Olympic Games.
http://www.regionalstudies.org/uploads/Airton_Saboya_Valente_Junior.pdf – Research measuring the economic, social, urban and tourist impact of mega sporting events, especially related to the 2014 World Cup.

https://www.sheffield.ac.uk/eventsteam/organisinganevent – Includes templates useful for organising an event.
http://www.theguardian.com/sport/2012/aug/13/london-2012-games-verdict- around-world – Guardian article about how London 2012 was viewed by the media around the world.

http://www.theguardian.com/voluntary-sector-network-zurich-partner- zone/organising-events-top-tips – Guardian article with 'top tips' for organising an event.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutor's bookmark useful websites and consider enabling learners to access them through the school/college intranet

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